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RESEARCH ARTICLE

THE PERCEPTIONS OF ROLE OF PRINCIPALS IN TRADITIONAL AND OUTCOME-BASED SCHOOL ENVIRONMENTS

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ABSTRACT

This paper is based on a study to investigate, compare and contrast the perceptions of the role of the high school principalship as identified by school board presidents, school superintendents and high school principals in two different school settings; traditional and outcome-based environments. The study involved the North Central Member High Schools in Wyoming. Two different sets of instruments were utilized: one reflecting the role of the principalship in the traditional school environment, and the other reflecting the principalship role in the outcome-based school environment. The study argued that in order for the high school principal to provide his school with effective leadership and a complete learning atmosphere for students, it is important for the school board members, school superintendents and the principals to agree on the roles that the principal is expected to perform. The study revealed that the size of the school and the principals' experience did not influence the way in which they understood their role. Furthermore, superintendents and high school principals in the Wyoming North Central Accredited High Schools appear to highly favour an outcome-based role for the principal.

INTRODUCTION

The public school principal has been established by most writers, researchers as well as educators as the most influential single person in the school system. A substantial body of research has proven the principalship role to be an asset in students' academic achievement as well as the overall success of any school.

Effective Principals

Most research reveals that effective schools are characterized by strong leadership and a positive school climate conducive to learning. Principals of these schools are strong instructional leaders who know how to manage time and people efficiently and effectively. In most successful schools, the principal has been noted as a catalyst for success. Several studies have examined the characteristics which appear to distinguish "good" principals from "poor" ones in schools which are successful with disadvantaged children. Others have examined leadership styles, behaviours, time allocation and a number of additional characteristics of effective principals regardless of institutional setting. Research has found principals of schools which were instructionally effective for poor children to be instructional leaders. These principals are also found to be instrumental in organizing and distributing resources. The profile of the principal which emerges from these accounts is that of an instructional leader who knows how to marshal resources and people in order to get the job done. A study of 60 senior high school principals who were known to produce results, conducted by NASSP (1979) revealed that the majority of the principals felt that their top priorities should be programme development (curriculum, instructional leadership); personnel (evaluation, advising, conferencing, recruiting), and school management, in that order. While these principals did not feel they actually did spend their time in precisely the same manner, they were more successful than a random group of principals in controlling the amount of time they devoted to these priorities. These who did spend time as they intended, according to the NASSP report, credited the following reasons: ability to delegate, capable assistant principals, faith in competence of others, and concentration upon priority goals. Moreover, these principals felt that they faced fewer administrative roadblocks and fewer constraints (had central office support, for example) than did the control group. From this report, it can be concluded that effective principals are able managers. Furthermore, when these principals were asked what job conditions contributed to their job effectiveness, they listed quality supportive staff; cooperative, energetic students; encouragement from the central office; community support and job autonomy.Most of the literature, including the NASSP report, suggests that effective principals have a clear sense of purpose and priorities and are able to enlist the support of others towards these ends. It should not be concluded from this, however, that effective principals are autocrats. The leadership styles of these principals vary with circumstances and situations they face. Moreover, the effective principal's role may vary from director to facilitator on any given day in any given school.

Competencies Requisite of Principals

Several recent studies have looked at the competencies that distinguish high performing from average performing

secondary school principals, using student achievement as the primary criterion of principal effectiveness (Huff, Lake, and Shealin, 1982). Dividing the competencies into four clusters, researchers found six "basic" competencies common to all principals in the study and eight "optimal" competencies that seemed to distinguish acceptable performance from excellent performance. The basic competencies cited included commitment to school mission (purpose and direction cluster); concern for image of school, staff, students; participatory management style; tactical adaptability (consensus management cluster); coaching skills, and firmness in enforcing quality standards (quality enhancement cluster). Of the eight competencies distinguishing more effective principals, four were in the cognitive skills cluster. More importantly, there were no competencies from this cluster that were common to all principals. The cognitive optimal competencies identified were monitoring, ability to recognize patterns, perceptual objectivity and analytical ability. The other optimal competencies were sense of control, persuasiveness, commitment to quality and focused involvement in change.

A Sense of Purpose and Vision

Outcome-based schools have a sense of purpose and direction provided by well-developed and clearly articulated goals. To be successful in managing the goal setting process and achieving consensus and commitment among the staff, the principal first must have a vision of where the school is going, based on values that are publicly articulated. The effective principal uses well-developed analytical and intellectual skills to guide staff in the process of identifying and analyzing problems, and political and managerial skills to resolve conflict and make the planning process work (Manasse, 1982). The importance of the principal's personal vision of the school as a whole is a recurring theme in studies of effective principals. On the basis of case studies of eight effective principals, Blumberg and Greenfield (1980) concluded that the three common elements of effectiveness are vision, initiative and resourcefulness. They found that all eight were also (1) desiring and eager to make their schools over in "their" image, (2) proactive and quick to assume the initiative and (3) resourceful in being able to structure their roles and the demands on their time in a manner that permitted them to pursue what might be termed their personal objectives as principals.

Bossert (1983) studied five principals with vastly differing leadership modes, yet all had some common kind of working theory that guided their actions, and all believed that their activities did affect instruction and student learning. Huff, Lake and Shealin (1982) talked about high sense of personal efficacy, commitment to quality and focus. Johnson (1981) concluded that even in the strongest union districts, teachers supported principals who provided direction, leadership and high standards. Most research reveal that effective principals have a clear image of their schools which helps them set priorities so that they are not consumed by the organizational maintenance requirements of the job. Furthermore, in high-achieving, compared to low-achieving schools, principals emphasize instruction as the most important goal of the school. The basis for instructional leadership requires goals that are conceived in terms of student achievement. In schools with high-achieving students, both principals and teachers hold high expectations, while in low-achieving schools, they held low expectations (Brookover, 1979). The importance of goal setting by effective managers is also supported by most researchers. Kotter (1982) found activity patterns of effective general managers to be similar to those of principals (i.e., much time spent with others, much of the day unplanned). He summarized their two most important challenges as (1) figuring out what to do despite uncertainty, diversity and a great deal of information, and (2) getting things done through a large and diverse set of people, over most of whom they had little direct control. Successful general managers spend their last six months in a job gathering information and developing networks.

Research on educational change suggests that effective principals may, in fact, need two types of vision: a vision of their school and of their own role in that school; plus a vision of the change process itself - a framework within which to act on a daily basis and against which to assess effects. Education policy makers need to understand this link between leadership and change. If they are serious about supporting effective principals, they must be prepared for principals who may be "boat-rockers," not satisfied to keep a low profile and maintain the status quo. In spite of the reactive nature of their work environment, effective principals are proactive in viewing themselves as leaders and believing in their ability to influence situations. They adopt strategies to confront and manage problems rather than avoid them (Blumberg, and Greenfield, 1980). While some principals may see themselves as having little authority or direction of their own, caught in the middle between district regulations and constraints and the needs of their students and staffs, several studies have found that authority of the principal's office depends heavily on the use that principals are able and willing to make of the decision-making opportunities that do exist. Morris (1981) concluded that principals are largely free to shape their jobs in their own image. Principals use discretionary decision opportunities to maintain their school sites in acceptable equilibrium with the organizational environment, balancing expectations of school improvement and change against expectations of organizational ability and control. They use discretion to achieve an appropriate balance in instructional improvement. They attempt to upgrade staff quality but prevent staff conflict. Similarly, discretion helps them achieve a balance between community involvement and maintaining control over outside influences. Working at the boundary between school and community, principals shape community and parent expectations, channel parent participation into acceptable, non-disruptive avenues of service, and disarm volatile critics. Discretionary decision-making requires sound judgment and effective communication and interpersonal skills. Effective principals continually communicate their high expectations to students and staff. Two norms of behaviour that have an impact on school success are collegiality (the notion that the work of teachers is shared work) and continuous improvement (the expectation that teacher improvement in instructional practice is continuous, rather than being exclusive to beginning teachers). Schools with these norms are characterized by continuous staff interaction regarding the practice of teaching, and continuous analysis, evaluation and experimentation with instructional practices (Little, 1981).

Little (1981) identifies four ways that building principals influence the establishment of these norms in a school. First, they announce clear expectations for all staff to be knowledgeable about effective practices, and to participate in instructional improvement efforts. Second, they model the norms by participating in instructional improvement efforts themselves. Third, they selectively distribute resources to reward teachers who are effective and who continuously try to improve. Finally, they protect teachers who are trying new practices from competing demands on their time and from premature assessment of newly acquired skills. Effective principals, then, are proactive. They take initiative, assume leadership, expand their own discretion and communicate their high expectations not only to staff, but also to students and community. At the same time, they are also experts in the day-to-day management of enterprise.

Manager of Resources

Effective principals are portrayed by most researchers as resource managers. They always use their discretion to identify and develop resources for their schools and manage these resources to reflect and support their own agenda. Their personal vision guides them in setting priorities so they are not consumed by the organizational maintenance requirements of their jobs. For example, in the 1978 NASSP survey of high school principals, 60 effective principals came much closer to using their time as they thought they should than did the randomly selected principals (Gorton and Mclntyre, 1978). Effective principals seem able to satisfy organizational maintenance demands either by using a small portion of their personal time and energy, or by capitalizing on the capability of other personnel (Blumberg and Greenfield, 1980). By identifying the strengths and potentials in their staff, they provide learning opportunities and developmental experiences, while simultaneously accomplishing necessary organizational maintenance functions, developing human resources and freeing their own time to concentrate on high priority activities.

A number of researchers (Newberg, and Glathorn, 1982) suggest and support the validity of Kerr and Jermier's (1978) substitutes for leadership model. Substitutes for leadership, they suggest, include any characteristics of subordinates, tasks or organization that ensure subordinates will clearly understand their roles, know how to do the work, be highly motivated, and be satisfied with the job. These substitutes make leader behaviour unnecessary and redundant. By intuitively applying this theory, effective principals may make decisions on where to use their limited resources and personal energy. Effective principals are believed to take responsibility for creating an orderly, fair and consistent work environment in their schools (National Institute of Education, 1978). They set standards of high expectations and a tone of respect for both teachers and students. Effective principals also cultivate good learning conditions by managing the "psychic ambiance" of the school community, setting schedules, managing building maintenance, regulating movement in the building, obtaining instructional materials and serving as a buffer between teachers and parents. They create a system for administering discipline in the school and serve as a concrete representation of the authority behind the rules and names (Morris, and Crowson, 1981).

Manager of Instruction

There are other management activities that more directly affect actual classroom learning. Promoting positive learning outcomes requires school management decisions on a wide variety of school practices to be made on the basis of student learning goals and factors that promote conditions for effective instruction in classrooms. Decision-making, resource allocation and interaction with staff with regard to issues such as the assignment of students to teachers and classrooms, the scheduling and time allocated to instruction and other activities, staff proposals for experimentation and innovation, choices regarding staff development activities, observation and evaluation of instructional staff, discipline and behaviour policies, will all be based, to the extent possible, on judgments regarding conditions required for effective instruction (Manasse, 1982). Principals also directly affect instruction in the development of school-wide evaluation and feedback systems to monitor and assess pupil progress.

While a substantial amount of the effective school research emphasizes the direct instructional role of principals (in classroom supervising teachers), others (Bossert, 1981) use a more indirect model of instructional management. Bossert (ibid.) identifies the structural characteristics most influential in effective schools as time on task, class size and composition, grouping, curriculum, evaluation, and task characteristics. Perhaps the most important distinction to make regarding supervision is between stimulating the goals and monitoring the outcomes of instructional programmes, and dictating the means by which these goals will be accomplished. Teachers are reported to appreciate principals who consistently emphasize educational objectives and who offer support and resources for obtaining these goals. However, doubts exist concerning the effects of closely supervising the techniques of teaching (Centre on Educational Policy and Management, 1982).

Personal Characteristics

Given the organizational complexity of schools, the ambiguity and conflicting expectations of the principal's role, the fragmented and varied nature of the work structure, and the intensity of demands on principals, those in effective schools must have a strong character. What are the personal characteristics of these principals?

Most research on effective schools has found that effective principals tend to have high energy levels, work long hours, good listeners, good observers and skilled information processors, have well-developed expressive and interpersonal skills, and high stress tolerance. But Greenfield (1982) concludes that researchers know very little about the backgrounds of principals, their personality orientations and other individual characteristics, or about the relationship between such factors and job performance. The NASSP Assessment Centre evaluates principal candidates generally in 12 areas: problem analysis, judgment, leadership and organizational ability, decisiveness, sensitivity, range of interests and personal motivation, stress tolerance, educational values, and oral as well as written communications. Schmitt's (1982) validation study of the Assessment Centre found that range of interests, personal motivation and stress tolerance

were correlated with only one aspect of the principal's work, community relations; and the educational value dimension was relevant only for the single task dimension of staff development and evaluation. The principal plays a critical role in outcome-based schools. There are a number of individual leadership behaviours, as specified by American Management Associations that were recommended by Bailey (1984). He stated generally that a principal designated to lead an outcome-based school should:

1. Be at home in pursuing results and working with people.
2. Be assertive and well aware of the importance of interpersonal relationships and make these relationships work toward his goal.
3. Know what he wants and move directly toward it.
4. Utilize strategies which bring others along with him.
5. Have enough self-confidence and skill with the real world to make him adept at taking abstract ideas and concepts and turning them into practical, creative ideas.
6. Be able to plan well so as to organize separate factors and activities in such a way that results can be achieved in a relatively stress-free atmosphere (p. 1).

More specifically, Bailey (ibid.) believed that the principal of successful outcome-based school should be:

1. Goal oriented.
2. A risk-taker as opposed to a maintainer of status quo.
3. Desirous, or at least not afraid, of a high profile for his school or for himself as a leader.
4. Competitive with others and with himself in terms of student achievement.
5. Persistent and intense about the attainment of the goal of improved learning (pp. 2-3).

The principals in outcome-based schools are strong leaders in curriculum design and instruction, as well as facilitators of order and discipline. According to Hersh (1982), "They expect excellence from teachers and students - and frequently observe classroom performance to see that excellence is maintained" (p. 34). These principals are also supportive, caring and willing to listen to and act on the suggestions and requests of students and teachers.

MATERIALS AND METHODS

The research design for this study was descriptive, employing a survey research conducted with the use of two printed survey instruments, one of which contains 40 items and the second instrument which contains 30 items. The instruments were used to identify, compare and contrast the perception of the role of the high school principals in two settings: traditional and outcome-based. The survey instruments used in this study were developed by Taggart (1975) and by Brookover, Mclntyre, Schweitzer and Slawski (1981). There were 37 North Central high schools in Wyoming, located in 27 school districts, each with a superintendent and a board president. The researcher used the entire population of superintendents, board presidents and principals in the North Central high schools in Wyoming. The population and sample were treated the same, and both terms were used interchangeably in reporting the results. The data collected were analyzed using analysis of variance (ANOVA). The ANOVA assisted in determining whether significant differences existed in the perception of the principal's role among the referent groups. In addition, ANOVA aided in answering the questions and the hypotheses developed for the study.

RESULTS AND DISCUSSION

One of the research questions was: Is there any association between principals' perception of their role and the school size including years of experience in both environment? The assumption made was that the principal's perception of his role in both traditional and outcome-based school setting was dependent upon the size of school and years of experience. To answer the above question the Chi-square method (X) was used. The results of the Chi-square for both environments, traditional and outcome-based, indicated that the perception of the principalship role was dependent upon their experience and the size of the school. In both cases, the null hypothesis was not rejected.

Job Description of the High School Principalship Role in an Outcome-Based School

To Plan, Develop and Maintain a School Climate which Fosters High Student Achievement

1. Emphasize and continually communicate high expectations for students and staff.
2. Generate and reinforce self-respect among staff and students, resulting in a sense of pride in the school.
3. Establish, maintain and communicate a formalized program of positive student discipline and student responsibilities.
4. Stress academic excellence and develop plans for providing recognition for students and teachers who demonstrate such excellence.

To Plan, Implement and Operate an Internal and External Communications Program

1. Plan and operate an effective two-way communication system with both staff/students and parents/citizens.
2. Encourage parents to assist the school in various and appropriate ways.
3. Develop and implement a program that informs the parents about the school and student progress.
4. Coordinate and utilize the work of representative/parent groups in providing input and analyzing goals, objectives, programmes and procedures of the school.

To Select, Assign, Evaluate and Develop a Staff which will have Maximum, Positive Impact on Students' Learning and School Life

1. Define where appropriate, the specific role requirements for each position within the school.
2. Interview and select, from identified candidates, the individuals best qualified for each position and recommend appointment.
3. Assign staff for optimum attainment of both organizational goals and building objectives.

4. Provide and encourage participation in staff development activities designed to upgrade certified and non-certified staff members' skills and capabilities.
5. Assess the performance of all personnel in the building by clinical observation and immediate information feedback.
6. Provide and coordinate the orientation of all new personnel in the school.

To Ensure that Instruction Takes Place, and that each Student is Achieving to the Best Possible Level

1. Design goals and objectives, which will meet student needs and translate them into instructional and support strategies for the staff.
2. Assist grade levels/departments and individual teachers to set appropriate goals for their classrooms.
3. Conduct a systematic supervision program for - instructional improvement through review of lesson plans, classroom observations, written feedback and conferences with staff.
4. Use the assessment program (test scores) as a positive tool to help teachers to set goals and otherwise improve instruction, and to ensure that the instructional needs of the individual student are met.
5. Collect, compare, analyze and integrate data in the school which will assist the staff in making decisions about students and their instruction.

To Ensure the Efficient Distribution, Utilization and Evaluation of Physical, Monetary and Material Resources Allocated to the School

1. Establish priority for each program within the school and identify plans and alternatives for each priority.
2. Plan and forecast multi-year resource needs for the school. Plan, implement and operate a unit budget in accordance with district procedures, including a spending plan based upon district priorities and unit goals and objectives.

There was a clear indication that the degree of perception of at least one group for the high school principal to assume primary responsibility for a given responsibility was significantly higher than those of at least the other two groups. The findings revealed that there were disagreement or mean differences in the responsibilities as follows:

1. Rating, promoting and dismissing non-professional personnel.
2. Determining specifications for supplies and equipment.
3. Rating promoting and dismissing professional staff personnel.
4. Recruiting and selecting non-professional staff personnel.
5. Making recommendations to the board of education formulation and revision.
6. Scheduling professional and non-professional staff personnel.
7. Focusing on instructional issues in faculty meetings.
8. Receiving and analyzing test results with teachers to plan program modifications.
9. Directing supervision of instructions.
10. Using test results to recommend modifications or changes in the instructional program.
11. Making sure that less than five minutes of instruction is lost per hour through noise, announcements, discipline and/or organizational activities.

Some responsibilities were also given lower ratings by the referent groups, indicating that some other administrator should take a primary responsibility for that role. The following items were given a low rating:

1. Inventorying supplies and equipment.
2. Scheduling pupils.
3. Distributing supplies and equipment.
4. Coordinating audio-visual activities.
5. Arranging for substitute teachers.
6. Directing and supervising student activity program.
7. Supervising nonprofessional staff personnel.
8. Directing the health and safety program.
9. Directing the guidance program.
10. Maintaining staff personnel records.
11. Maintaining student personnel records.
12. Supervising and auditing internal accounts.
13. Directing a program for plant maintenance.
14. Ensuring that there is annual standardized testing at every grade level.
15. Ensuring that homogeneous (similar) groups are changed frequently to prevent labelling.

In examining the total mean for all groups, it indicated those responsibilities for which the high school principal, absolutely should, probably should, may or may not, probably should not, or absolutely should not take primary responsibility. The findings of this examination indicated the following. The high school principal absolutely should be expected to take primary responsibility for the following:

1. Inducting and orienting professional staff personnel.
2. Determining need for and planning for plant expansion and renovation.
3. Counselling professional and nonprofessional staff personnel.
4. Planning and coordinating a public relations program.
5. Recruiting and selecting professional staff personnel.
6. Supervising professional staff personnel.
7. Directing and coordinating the in-service training program.
8. Working with PTA and other lay groups.
9. Holding conferences with parents and other lay citizens.
10. Preparing information to be disseminated by public media.
11. Helping the board of education in determining the educational needs of the community.
12. Making frequent and formal classroom visitations.
13. Making the school a safe and secure place in which to work and learn.
14. Discussing lesson plans regularly with teachers in relation to instruction.
15. Providing clear, strong and centralized instructional leadership.
16. Bringing instructional issues to the faculty on a regular basis for discussion.

17. Communicating frequently with individual teachers about their responsibilities in relation to student achievement.
18. Promoting actively staff development activities for the faculty.
19. Leading frequent informal discussions concerning instruction and student achievement.
20. Being accessible regularly to discuss matters dealing with instruction.
21. Ensuring that classroom atmosphere is very conducive to learning for all students.
22. Ensuring that school improvement priority goals are known and understood by instructional staff, non-instructional staff and the community.
23. Ensuring that teachers work together to coordinate effectively the instructional program within and between grades.
24. Making the instructional process the primary focus of classroom observations.
25. Establishing high but attainable learning standards in all academic areas as an important goal of the school.
26. Making the primary focus of teacher evaluation that of instructional effectiveness related to student achievement.
27. Leading teachers, administrators and parents to assume joint responsibility for a safe, orderly climate for learning throughout the school.
28. Focusing on instructional issues in faculty meetings.
29. Using test results to recommend modifications or changes in the instructional program.
30. Directing supervision of instruction.

The following items were identified most by the principals as a group as their primary responsibility:

1. Making frequent and formal classroom visitations.
2. Being accessible regularly to discuss matters dealing with instruction.
3. Establishing high but attainable learning standards in all academic areas as an important goal of the school.
4. Leading teachers, administrators and parents to assume joint responsibility for a safe, orderly climate for learning throughout the school.
5. Instructing and orienting nonprofessional staff personnel.
6. Counselling professional and nonprofessional staff personnel.
7. Recruiting and selecting professional staff personnel.
8. Directing and coordinating the in-service training program.
9. Holding conferences with parents and other lay citizens.
10. Helping the board of education in determining the educational needs of the community.

The following items were identified most by the superintendents as primary responsibilities for the principals:

1. Making the school a safe and secure place in which to work and learn.
2. Providing clear, strong and centralized instructional leadership.
3. Bringing instructional issues to the faculty on a regular basis for discussion.
4. Ensuring that classroom atmosphere is very conducive to learning for all students.
5. Making the instructional process the primary focus of classroom observations.
6. Planning and coordinating public relations programs.
7. Supervising professional staff personnel.
8. Working with the PTA and other lay groups.
9. Preparing information to be disseminated by public communication media.
10. Developing student reporting procedures.

The following items were selected by board presidents as primary responsibilities for the principals:

1. Promoting actively staff development activities for the faculty.
2. Communicating frequently with individual teachers about their responsibilities in relation to student achievement.
3. Ensuring that school improvement priority goals are known and understood by instructional staff, non-instructional staff and the community.
4. Inducting and orienting professional staff personnel.
5. Determining need for a planning for plant expansion and renovation.
6. Controlling student behaviour.

From the above list of responsibilities for the principalship it is clear that the principals and the superintendents identified the same number of responsibilities for the principalship. Board presidents identified the least number of responsibilities as primary functions of the high school principal. This study also revealed that the size of a school; and a principal's experience influence the degree' in which the principals perceived their role. An examination of total or group means also indicated that the referent groups preferred one instrument over the other. The group means also revealed that there was a *total* agreement for any group on any one item. For the majority of the items, the response patterns were such that the majority of responses fell into the positive response category. This was an indication that there was a trend toward general agreement within the groups surveyed. On the whole, this study revealed that there was some congruence among the referent groups' perception of the principalship role, particularly in the outcome-based school environment.

CONCLUSIONS

The literature has revealed that there is an increasing demand by the public for higher levels of student achievement in this country's schools. In response to this demand, a discernable movement is underway toward outcome-based or results oriented educational systems, resulting in changes in the expectations held for educators, especially school principals. With this as a backdrop, this study of the perceptions of the role of the high school principal has led the investigator to the following conclusions. Although the movement toward excellence in this country's schools is often referred to in different terms outcome-based education, effective school movement or mastery learning the general thrust is toward higher student achievement and increased levels of learning. The movement toward higher achievement has now reached

the regional school accrediting agency, the North Central Association for Secondary Schools and Colleges. This agency is developing an outcome-based option for accrediting high schools. With this as "a backdrop and based upon the empirical evidence and the related literature, this study of the perceptions of the role of the high school principal has led the investigator to the following conclusions:

1. The related literature indicates that congruent performance expectations for principals tend to lower their frustration and stress levels. The data in this study indicate that the referent groups' congruence regarding the principal's role was significantly lower in the traditional school environment than in the outcome-based school environment. Since most schools operate in the traditional school mode, principals in the North Central Accredited High Schools of Wyoming may have been functioning with limited understanding by the referent groups with regard to their performance expectations. Therefore, this lack of understanding may have contributed to the high turnover rate among principals in North Central Accredited High Schools in Wyoming.
2. The referent groups' congruence concerning the expectations of the principal in an outcome-based school environment was significantly higher than was their congruence in the traditional school environment. It has been concluded therefore, that if and when North Central Accredited High Schools of Wyoming move to a more outcome-based mode of operation, the principals' frustration and stress levels may subside and the principal turnover rate may decrease.
3. This study also revealed that the size of the school and the principals' experience did not influence the way in which they understood their role.
4. Superintendents and high school principals in the Wyoming North Central Accredited High Schools appear to favour highly an outcome-based role for the principal.
5. School board presidents of the reporting Wyoming High Schools also appear to favour the outcome-based role for the principal, but disagree with the superintendent and principals on some of the functions within this role.
6. Superintendents and board presidents may support principals' exercising greater positive impact on the level of learning and increasing student achievement in their schools.
7. Board presidents in the Wyoming North Central Accredited High Schools may not be as well informed about outcome-based role expectations for principals as are the superintendents and principals.

RECOMMENDATIONS

The following recommendations are based on the findings of this study, and therefore have implications for future research.

1. The perceptions for the functional role of the high school principal held by superintendents, board presidents and principals should be more explicit.
2. The perceptions of the role of the high school principal held by superintendents, board presidents and principals should be used to define the principalship.
3. The principal should be given more autonomy and responsibility to make frequent and formal classroom visitations.
4. The principal should be held accountable for regularly discussing matters dealing with instruction with the staff.
5. The principal should be expected to provide staff leadership for high but attainable standards in all academic areas.
6. The principal should be expected to ensure that there is a safe, orderly climate for learning throughout the school.
7. The principal should be responsible for recommending, orienting and counselling professional staff.
8. The principal should be given the power for directing and coordinating the building's in-service programs.
9. The principal should be given opportunity for providing counsel to the board of education and the superintendent, helping the board in determining the educational needs of the community.
10. More emphasis should be placed upon the role of the principal as a curriculum leader. This leadership calls for sharing with his teaching staff.
11. The principal should be relieved from as many duties as Possible. Many routines that do not reflect to the student outcomes.
12. College preparation programs for the principalship should emphasize the perceptions held for the role of the principalship and define the principalship role as a lifelong professional career.
13. The principal should be allocated the necessary time and assistance to realistically assume the responsibilities outlined for him.
14. The School Board Associations, at the State or National levels should help board members become better informed concerning outcome-based education.
15. A replication of the present study should be conducted as time is deemed appropriate to investigate the possibility of changes in the perceptions for the role of the high school principal.

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